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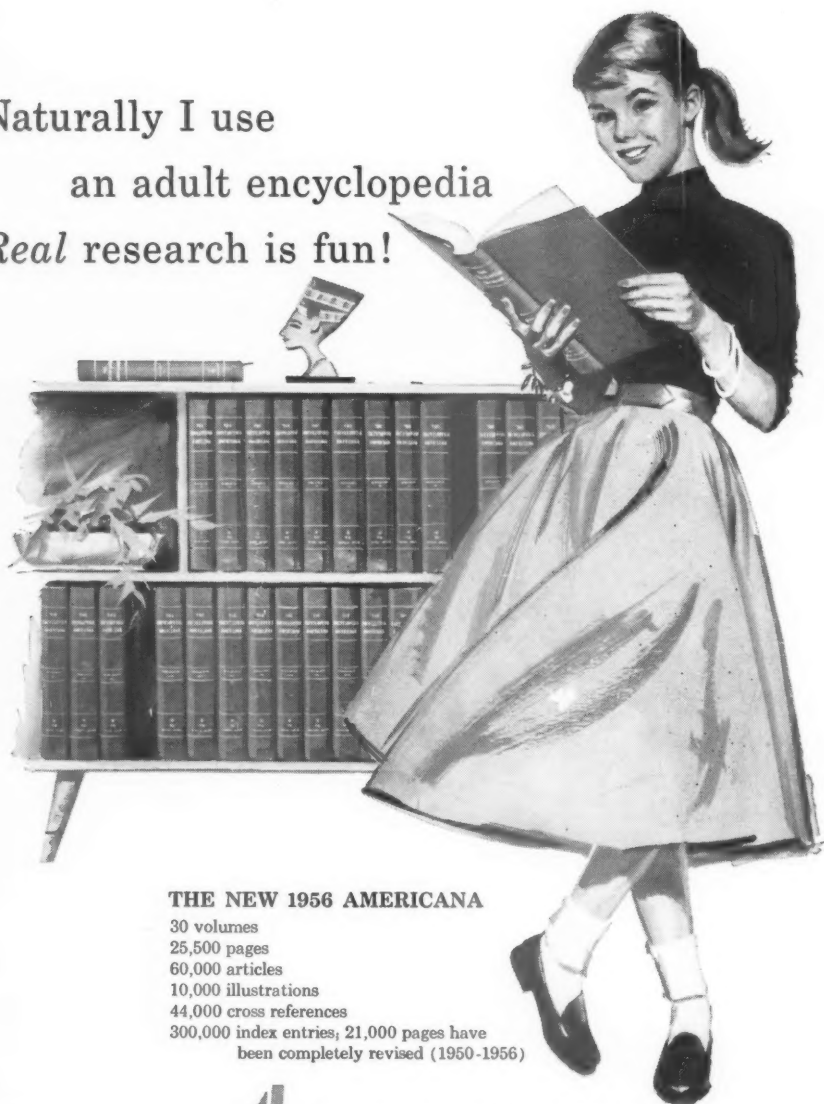
SCHOOL LIBRARIES

*The Official Publication
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Volume 5

Number 4

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SCHOOL LIBRARIES

*The Official Publication of the American Association of
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A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

Volume 5

May, 1956

Number 4

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FROM YOUR
Executive Secretary

MARY HELEN MAHAR

On my trip to North Carolina in March, I had a pleasant and profitable day visiting some well developed school libraries with Mrs. Mary Peacock Douglas, and another interesting day visiting the State Department of Public Instruction with Miss Cora Paul Bomar. During the meeting of the Department of Librarians of the North Carolina Teachers Association, arranged by Mrs. Mavis H. Lloyd, I had the opportunity to see the new film in color on school libraries, recently completed by the North Carolina State Department of Public Instruction. It is a promotional film, and useful for interpretation of school libraries to administrators, parents and teachers. The film is available for sale at \$130 from the State Department of Public Instruction, Raleigh, and for rental from the University of North Carolina, Film Library, Communications Center, Chapel Hill. Out-of-state rental price is available on request from the Film Library, Communications Center. North Carolina is to be congratulated on its fine school libraries and professional activities.

Two interesting conferences are planned in June in which I will participate (not counting Miami Beach!)—the workshop in Children's Books at Indiana University, conducted by the Division of Library Science and co-sponsored by the Women's National Book Association, May 31-June 7; the Annual Reading Conference at the University of Chicago, June 26-29. At the Indiana workshop, I will speak on "Integrating the Books with the Curriculum," and I am look-

ing forward to hearing, if possible, such stimulating speakers as Marchette Chute, August Baker and Lynd Ward. The theme of the Conference at the University of Chicago is "Developing Permanent Interest in Reading", and I have been asked by Mrs. Helen M. Robinson to discuss at a sectional meeting of administrators, "The Responsibility of the School in Providing for the Extension of Children's Reading Interests through the Library." I am very grateful to have these two fine opportunities to discuss the meaning of books in the lives of children and young people, and how they can become significant in educational programs, through school libraries.

Members of the AASL will be interested to know that the committee with AASL requested by the Department of Audio-Visual Instruction, NEA, has been appointed, as authorized by the AASL Board of Directors at Midwinter. The Committee consists of three representatives from AASL, two from ACRL, and five representatives from DAVI. AASL's representatives are: Miss Pauline O'Melia, Dr. C. Walter Stone, and Miss Elinor Yungmeyer; ACRL is represented by Mr. Ralph E. McCoy and Mr. John H. Moriarty. DAVI will have five members: Mrs. Wanda Daniel, Dr. Charles Schuller, Mrs. Altha Sullivan, Dr. Walter A. Wittich, and one member to be appointed. The committee will meet in Chicago on April 28, with the Presidents and Executive Secretaries of each organization, and will explore mutual interests in the A-V field.

MIAMI CONFERENCE

June 17-23, 1956 AASL Program

Sunday, June 17

6-9 PM—Cruise dinner on the excursion boat "Dream Boat"

Monday, June 18

8-12 AM—Workshop. The School Library as an Instructional Materials Center: Improving Teaching and Learning through Planned Programs of Instructional Materials

Tuesday, June 19

8-9:30 AM—Workshop continues

10-12 AM—AASL Committee Meetings

12:30-1:30 PM—City and County Supervisors Luncheon. Program: *Library Quarters in New and Remodeled Buildings.*

Wednesday, June 20

8-12 AM—Workshop: "Let's Talk about Bindings". Sponsored by AASL, DLCYP, Publishers Liaison Committee, ALA Board on Bookbinding

2-4 PM—School Library Tours

8:30 P.M.—General Session: Speaker, Jessamyn West. Sponsored by AASL, DLCYP, National Book Committee

Thursday, June 21

8-9:30 AM—State Assembly Breakfast

10-12 AM—Business Meeting

* See *May Bulletin* for complete details of program.

All Aboard! AASL

School librarians attending the ALA national conference will be introduced to Miami Beach Sunday evening, June 17, with a cruise on beautiful Biscayne Bay aboard the DREAMBOAT.

The sightseeing boat will leave from the Fountainbleau Hotel docks, circle the Sunset Islands and go on up through the scenic waterways of Miami Beach to Sunny Isles. These man-made islands with their luxuriant tropical trees and plants contain

Instructional Materials Workshop

Monday, June 18

8:00 AM Introductions

8:15 AM Keynote Address: *The Strategic Significance of Instructional Materials in Universal Education*

8:45 AM Demonstrations and Presentations by Classroom Teachers: *Utilizing Instructional Materials in the Classroom*

9:45 AM Break

10:00 AM Kinescope or Film: *Demonstration of Instructional Materials Used in Teaching*

10:30 AM Presentations by Classroom Teachers: *Teacher Use of School Libraries and Materials Centers*

11:00 AM Panel: *Librarians' Response to Teaching Needs*

Tuesday, June 19

8:00 AM Tape Recording: *Trends in Emerging Patterns of Programs of Instructional Materials*

8:15 AM Panel: *Emerging Patterns in School Libraries and Materials Centers*

8:55 AM Open Forum

9:15 AM Summary

Miami Transit buses have been chartered for transportation from the Fontainebleau to the Miami Beach Senior High School for the AASL Materials Workshop, on Monday and Tuesday, June 18 and 19. The first bus will leave the Fontainebleau at 7:30; the second bus at 7:45 (a.m.) Round trip fare is 40c.

Buses will be available for the school library tours on Wednesday and will leave the Fontainebleau at 2:00 p.m. Cost is \$1.00.

many of the most beautiful homes in America.

Mrs. Dorothy Heald and her committee have planned entertainment and a box supper aboard the boat.

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Home for a Bunny. By Margaret Wise Brown. 32 sun-splashed pictures by Garth Williams. Grades K-3. \$2.50 (net \$1.89)

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Jimmy Cricket Fire Fighter. Grades 2-4. March

Animal Gym. By D. Hoffman. Illustrated by T. Gergely. Grades K-2. April

My Snuggly Bunny. By Patsy Scarry. Illustrated by E. Wilkin. Grades K-2. April

Cars. By Kathryn Jackson. Grades K-2. April

Howdy Doody's Animal Friends. Grades 1-3. April

Lassie Shows the Way. 1-3. May

Daniel Boone. By Irwin Shapiro. Grades 1-3. May

Counting Rhymes. Illustrated by C. Malvern. Grades K-2. May

Roy Rogers and the Indian Sign. Grades 1-3. May

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AASL Hospitality Center

The AASL hospitality center at the Eden Roc Hotel will be ready to welcome and serve you, so that your visit will be a pleasant one.

The center will be staffed by Dade County school librarians who will provide information on places of interest in Dade County and how to get to them; they will help you locate your friends and tell you how and when to get to convention events. The tickets you have reserved for Sunday night, the State Assembly breakfast and the school tours may be picked up at the center.

The school exhibits, consisting of pictures, publications, publicity, book lists, and other items sent in from schools and arranged by Mrs. Mona Coe and her committee will be displayed here.

Your hostess is Miss Dorothy Darrow, Director of the Central Cataloging unit for the Dade County public schools. Miss Darrow has been a public and school librarian at Fort Lauderdale, Florida, before coming to Dade County. Since coming here she has organized two junior high school libraries and was librarian in a senior high school. She is also an instructor

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Please make reservation (s) for me at the following:

- () DREAMBOAT cruise-supper, Sunday, June 17, 6-9 P.M. \$3.50
- () Northern tour, Wednesday, June 20, 1-5 P.M. 1.00
- () Southern tour, Wednesday, June 20, 1-5 P.M. 1.00
- Note: Select only *one* tour.
- () State Assembly breakfast, Thursday, June 21, 8 A.M. 3.00

Name _____

School _____

City _____

Zone _____

State _____

* Tickets may be picked up at the AASL Hospitality Center, Eden Roc Hotel



PONCE De LEON JUNIOR HIGH SCHOOL
Coral Gables, Fla.



GLENN H. CURTISS ELEMENTARY
Miami Springs, Fla.



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School Library Tours Offered At Miami Conference

Which tour will you choose?—the northern tour which includes Glenn H. Curtiss Elementary School, Edison Park Elementary School, Northwestern Vocational High School, and Hialeah Senior High School?—or—the southern tour which includes David Fairchild Elementary School, Ponce de Leon Junior High School, and Coral Gables Senior High School?

Glenn H. Curtiss Elementary School, situated in the pretty town of Miami Springs, is named for the famous figure in American aviation who made his home here for some years prior to his death. It is one of the best examples in the county of a complete materials center. Books, films, film strips, records, textbooks, music books, rhythm band materials, in addition to vertical and picture file materials, are housed in one general area. This area includes the library proper, storage room, conference room and workroom.

Edison Park Elementary School has one of the most complete catalogs in the county. Different colored cards are used for books, pictures, film strips, records, and vertical file materials. This school is located in the city of Miami.

Northwestern High School is a new vocational high school for Negroes, which was opened only this year. The library seats about 250 and is separated from the study hall and the textbook room by folding doors. There are cabinets for storage of audio-visual aids, a conference room and a well-arranged workroom. The present book collection totals about 4000 volumes.

Hialeah High School is located in the town of Hialeah. The building was completed in 1954 and planned for an enrollment of 1900. However, when school opened that fall, it found itself accommodating 3000 girls and boys! This library is also planned as a materials center and contains "lis-

tening" and conference rooms, as well as other interesting features.

Now, let's go South!

David Fairchild Elementary School was named for the famous naturalist who lived on Old Cutler Road for many years and did so much to introduce to this area the beautiful and fruitful trees from other sub-tropical lands throughout the world. Mrs. Fairchild, Dr. Fairchild's widow, personally supervised the planting of numerous exotic trees, plants, and shrubs on the school grounds. Children in the school proudly point out Dr. Fairchild's camera, copies of his best-known books, "The World Was My Garden," and "Garden Islands of the Great East," as well as other reminders of his busy and interesting life that have been given to the school by Mrs. Fairchild. This school was opened in 1954 and is one of the most interesting, functional elementary schools.

Ponce de Leon Junior High School is in the lovely city of Coral Gables and has a long history of service on the roll of Dade County public schools. From 1925 until 1949, when Coral Gables Senior High School was completed, it was a four-year high school. Upon becoming a junior high school, certain changes were desirable—and others necessary. One necessity was a new library. In 1954 a new wing was constructed for this purpose, with the result that today "Ponce" has a reading room that seats about 110 pupils, two conference rooms, one large and one small, and a workroom. These facilities provide excellent service to the boys and girls of that school community.

Coral Gables Senior High School is a most attractive and functional building. The library is modern in every way, with a large, well-lighted reading room, conference rooms, reference area, and working and storage rooms. It is definitely one of our "show places."

The itinerary for both tours has been routed through the most pictur-

Melcher Scholarship Fund Auction

Have you heard about the CLA auction at the Miami Beach Conference? Never have school and children's libraries or their librarians had such an opportunity to obtain unique and fascinating treasures. The April *ALA Bulletin* article by Martha Bennett King describes some of the items. Since it was written additional things have been received—a piece of pottery by the talented Jade Snow Wong with an autographed copy of her book, a copy of the facsimile edition of the manuscript of *The Rose and the Ring*, a handwritten supplement to *The Art of Beatrix Potter* with additional notes on the artist's work done by Leslie Linder, one of the two people responsible for the book. The catalog of the items to be auctioned will appear in the May *Top of the News*. Bids by mail will be accepted until June 8 by the CLA Auction Committee Chairman, Mrs. Carolyn Field, Coordinator of Work with Children, Free Library of Philadelphia 3, Pa.

Conference Placement Service

During the Miami Beach Conference, a simplified Contact Placement Clearing House will be available to employers and to librarians interested in changing positions. An office will be provided (1) where employers may post notices of vacancies and leave messages for persons interested in vacancies, and (2) where librarians interested in changing positions may see the posted vacancies, leave messages for employers, and post notices of their availability. See May 1956 *ALA Bulletin* for fuller information.

esque areas of the county and past as many places of interest as possible within the area covered.

THE GLITTER AND THE GOLD

RICHARD S. ALM

From *The English Journal*, September, 1955. Reprinted with permission.

The last twenty years have seen not only the coming of age of the novel for the adolescent but also a flood of slick, patterned, rather inconsequential stories written to capitalize on a rapidly expanding market. Earlier, the reading available to the teen-ager was limited to literature written for adults, an occasional story of merit involving an adolescent hero or heroine, and a great many series stories patterned on the adventures or exploits of a young super hero.

Today, however, there is coming from the presses a steady stream of junior novels and novels written for adults but taken over by young readers. Writers, perhaps noting the heightened attention given to adolescents and their problems by psychologists, educators, and librarians, have turned to the personal concerns of the teen-ager as the focus of their novels. In the main, these authors deal with an adolescent's relationships with others his own age, with his parents and other adults, and with such worries as deciding upon and preparing for a job, "going steady," marrying, and facing the responsibilities of adulthood.

In writing about these problems, most novelists present a sugar-puff story of what adolescents should do and should believe rather than what adolescents may or will do and believe. Such stories reveal the novelists' lack of knowledge or insight into adolescent behavior as well as a lack of writing ability. These writers do not penetrate beneath the surface of the situation they create. Their stories are superficial, often distorted, sometimes completely false representations of adolescence. Instead of art, they produce artifice. They may not, it is true, intend to produce art, but they fail to breathe any life into their characters or to create stories with

any substance. The reader of the inferior novel can often, from the very first page, predict with accuracy and perhaps with detail the plot, the characterization, and the outcome.

In writing for young people, the novelist is ordinarily concerned with an adolescent beset with a problem or series of problems. In the inferior novel, the teen-ager solves his problems with a minimum of effort. If he meets rebuff, they serve only to display his exaggerated talents. He is, frequently, the all-wise person in the story, instructing and directing the adults around him. Usually he is a model of virtue—the more-than-kind, noble hero who sacrifices whatever is necessary to make others happy. The young heroine of Janet Lambert's *Candy Kane* is a classic example of such a paragon. Candy is invariably completely unselfish. When Barton protests that she does too much and suggests that the other young people in the community should reciprocate her many kindnesses, Candy says, "I like to do things for people." Jane, the young girl who works at the Officers' Club, pictures Candy as a noble influence in her life: "Whenever I'm stired or low or am thinking, oh, what's the use, you [Candy] come popping in. . . . Oh, Candy honey. . . . You're such a dear little girl."

Candy displays none of the normal reactions of a fourteen-year-old. When all her friends go to the Junior Hop, Candy is neither lonely nor unhappy. Without any feeling of jealousy or of being left out, she goes to the scene of the dance to sit on the ground out-

Richard S. Alm is assistant professor of English and education at the University of Hawaii. He is co-author of *Social Understanding Through Literature: A Bibliography for Secondary Schools* (National Council for the Social Studies, 1954), and a member of the Committee on Senior High School Book Lists of the NCTE.

side and listen to the music. She thinks about Anne, who is inside, and wonders "... what Anne would say if she could see her spreading her coat on the ground beneath a pine tree, laying out a wilted bar of chocolate and a package of chewing gum. Not for all the world would she have changed places with Anne." Such saccharine sentiments are typical of this heroine who is literally, too good to be true.

Candy's friends are voluble in their praise of her direction and advice. Dirk, for example, is delighted that Candy has resolved his problems: "I think someday you will become one of our most eminent psychologists. You snapped us both out of a complex mighty quick." At the end of the story, Candy herself summarizes her accomplishments with pride: "... she thought how pleasant life was. Jane and Corp were to be married; Leigh was out with Chris; her mother and father were laughing together in the kitchen. ..." With, presumably, the greatest of ease, Candy has settled all questions.

Oversimplification is reflected, too, in the way in which major changes in the personality of a character are quickly effected. In Helen Boylston's *Sue Barton, Neighborhood Nurse*, what seem to be deep-rooted problems and frustrations of the adolescent Cal are satisfactorily disposed of within eight days by the guiding angel of the neighborhood, former nurse Sue Barton Barry. In Janet Lambert's *Star-Spangled Summer*, an eloquent teen-ager, Penny Parrish, influences Langdon Houghton to change life-long habits of reticence to an openness and geniality that make him not only his daughter's companion and confidant but also a favorite of her new friends. The process is a simple one for Penny—writing a letter aimed directly at the man's cold heart and prescribing for him a few days' observation of what the "average American family" is like.

The motivation of such characters

is reduced to a single factor. For Penny Parrish, it is her frequently expressed desire to make all others happy. For Sue Barton Barry, it is to be the all-sacrificing, perfect nurse, who, after marriage, which becomes a working partnership with her doctor husband in directing a clinic and caring for three children, still feels remiss by not being on active nursing duty.

In the inferior novel nothing is impossible for the adolescent. He sets his own goal and, armed with great determination, always reaches it. This is especially true in the so-called career stories which too frequently glamorize and misrepresent a vocation, instead of giving the young reader some real understanding of a worker on a job. For example, in the widely-read *Peggy Covers the News* by Emma Bugbee, young Peggy Foster prizes a job on a metropolitan daily and, despite million-to-one odds, wins one. Furthermore, though Kate Morrison, an older woman on the staff, repeatedly underscores the drudgery of a reporter's life, Peggy herself rides always on a crest of excitement. Even the assignments that would have been thought dull by other staff members fascinate her: "... to Peggy they were the very stuff of adventure." She says over and over that hers is a thrilling job:

This was much more fun, really, than any other job in the world. You never knew from one moment to the next what you would be doing.

School teachers, poor things, always had the same old Caesar or the same old algebra, year in and year out. Librarians, saleswomen, almost all professional women did their work without much change of scene or material. Doctors, of course, lived under an always shifting schedule; but, after all, they must find measles and dyspepsia and sore throats rather monotonous, and their big adventures with victims of automobile accidents were not numerous.

Peggy's mind raced along merrily, comparing her lot with that of all other unfortunate groups of wretched womanhood, doomed never to be reporters.

With little experience and a limited background but with the equanimity of a Pulitzer prize-winning by-line re-

porter, Peggy has established herself in the newspaper world.

Especially significant in the weakest of these novels is the writer's approach to the idea of *maturity*. These stories give little indication of the *development* of maturity, since so many of the heroes and heroines, even those fourteen and fifteen, are already performing on an adult level. They make their own plans, they work out their own destinies, they assist or direct everyone around them, including the adults.

Inconsistencies in characterization also mark the lesser adolescent novels. In Mary Wolfe Thompson's *The Steadfast Heart*, heroine Jo, on first meeting her foster parents, is unusually perceptive about their reactions. Later, however, she seems almost dull-witted. Even with many clues to the nature of the Bentley's sorrow (the loss of a young son), she is, presumably, never aware of what is troubling them. Furthermore, in spite of a number of situations which might pique her curiosity, she never seems curious. Although she is supposed to be primarily concerned with the improvement of the relationship between her and her sister and the Bentleys, she misses most of the opportunities to bring about such improvement.

Another inconsistency in Jo involves her status at the Bentleys and in the community. At the beginning of the story, she is embarrassed and self-conscious about being a state ward; she worries about the reactions of her classmates and of the townspeople toward her. However, in two incidents in which this embarrassment might have been heightened, she displays no feeling at all about her status. To earn spending money, she goes from door to door in town selling nuts she has gathered from the woods near the Bentley's farm and never once is embarrassed. In the other situation, Mrs. Preston, the mother of Jo's boyfriend Marc, volunteers to write her niece for clothes for Jo; the latter is delighted and shows

not the slightest discomfiture. Despite evidences of Jo's growing maturity in some respects, there is nothing in the story to prepare the reader for so great a change. Therefore, Jo is, at many points, an unconvincing character, one whose reason for being is to force consideration of such problems as dealing with a drunken father, becoming emotionally independent of others, "going steady," but as someone apart from the problem and not herself emotionally involved.

That these poorly-written stories are highly popular with young readers indicates that adolescents have little regard for the disdain or reservations of adults. Thus, these books and others like them—the series, certain sanctimonious religious stories, the patently false love story, and the monotonous, patterned Western—endure.

But not all novels written for or read widely by teen-agers are—from a literary point of view—trivial. Of those which focus on problems common to adolescents, a number are rather well-told stories about credible adolescents, working out, in credible situations, these problems. A few are works of real stature. The hero of these stories is a more complex individual whose actions are carefully motivated. He meets rebuffs, learns certain limitations about himself, develops a sense of responsibility, and makes adjustments regarding his basic problem; in short, he becomes a more mature person.

In Anne Emery, the teen-aged reader has a novelist of considerable merit. Though some of her characters may seem too *nice* and her stories too pat, she shows in her teen-agers a growing maturity, not contrived nor unexpected but rather clearly developed. Sally in *Senior Year*, for example, learns gradually that she is merely a carbon copy of the girls she chooses as her best friends and that she must learn to respect her own individuality. Sally and Scotty, in *Going Steady*, discover that marriage

will not mean the end of their problems but the beginning of other, more complex ones. In a third novel, *Sorority Girl*, Emery tells the story of Jean, Sally Burnaby's younger sister, and her relationship to a high school sorority. Here Emery deals with a common enough problem but somehow is less deft in handling the situation. In none of these novels does the problem get out of hand; it serves as the focal point of the story, but the emphasis is on the characters and their reactions.

Betty Cavanna, too, is a writer of some importance. In *Rette Larkin*, the heroine of *A Girl Can Dream*, she creates a tom-boy whose unconventional behavior and ambitions make her a conspicuous member of the senior class. Unfortunately, the characterization is not carefully sustained, and the story ends too neatly with all *i's* dotted and all *t's* crossed. In *Going on Sixteen*, an earlier story, the shy, withdrawn Julie Ferguson develops into a more self-confident, poised adolescent. This heroine is a convincing figure throughout the story. Changes in Julie are carefully prepared for and are neither abrupt nor exaggerated. The one opportunity for giving the story a fairy tale twist—Julie's attempting to sell her sketches of puppies to an art editor to earn enough money to buy Sonny, the thoroughbred Collie—Cavanna turns instead into an experience that helps Julie to grow up. Betty Cavanna is sensitive to the happiness as well as the pain of adolescence, and her stories of teen-agers reflect both.

Another good story from a prolific writer for the teen-aged audience is *Street Rod* by H. Gregor Felsen. Though somewhat similar in theme to his earlier *Hot Rod*, this novel is a more carefully-written account of the despair of a sixteen-year-old who wants desperately to own a "souped-up" rod. The young hero, Ricky Madison, is a remarkably vivid figure in contrast to the rather superficially-drawn hero of *Hot Rod*. Felsen's de-

lineation of the boy is a careful one. There is no magic alteration of his behavior; his values change slowly. Despite a growing sense of responsibility, however, Ricky finally races his rival—to his own death. This ending is a shock to the reader, not because Felsen's characterization is inconsistent but because he departs from what the typical writer for teen-agers would do in winding up the story.

A second story of Felsen which has caused a considerable stir in recent years is *Two and the Town*. In treating a subject which is ordinarily taboo—the pregnancy of a high school girl and a marriage forced upon two teen-agers—Felsen does an excellent job in creating plausible situations and what seem natural reactions on the part of the adolescents. The story has flaws: Buff's mother makes an abrupt about-face in her reactions toward Elaine — an unconvincing change; Buff's redemption and return to his family are too neatly accomplished to be credible. But flaws notwithstanding, Felsen tells frankly and rather well this story for teen-agers in their own idiom and with real insight into the way they sometimes become involved in complex situations which change their entire lives.

Most of the stories dealing with the adolescent's personal problems interest principally girls. Certainly of the novels which are outstanding, most are for girls. Undoubtedly, the most widely talked about and most praised of all contemporary novels for the adolescent is Maureen Daly's *Seventeenth Summer*. Burton believes that it "captures better than any other novel the spirit of adolescence."¹ Edwards declares that with the appearance of *Seventeenth Summer* in 1942 "the new field of writing for teen-agers became established. . . . This tender story of a young girl's first awakening to love bids fair to be-

¹ Dwight L. Burton, "The Novel for the Adolescent," *The English Journal*, 40 (September 1951), p. 363.

come a classic for the teen-agers as did *Little Women* for younger girls."²

Novelists themselves have recognized the significance of *Seventeenth Summer*. Rette, the heroine of Cavanaugh's *A Girl Can Dream*, senses what is great about the Daly novel when she reads it in preparation for a writing task of her own. "No other book that she had ever read . . . had quite the quality of *Seventeenth Summer*. There was a homeliness, a deep-rooted honesty, a youthfulness about it that made Loretta catch her breath. She didn't live in the sort of town Angie Morrow lived in; she didn't have that sort of family; she had yet to have a love affair. Yet the story was so real and so fresh that Rette became Angie. She shared every feeling, every impulse, every hope and every thrill and every disappointment."

This sense of immediacy which Rette feels in reading *Seventeenth Summer* is the result of Daly's telling the story from Angie's point of view and capturing the excitement of a young girl bursting with happiness she wants to share with intimate friends. The story is a simple one of commonplace events, day-by-day life in a small Wisconsin town; yet it is an engrossing story because the reader is able to identify himself so closely with the reactions of the heroine. What might be sensational — Lorraine's affair with Martin — is played down, and the reader's attention is drawn, not to Lorraine's affair, but to Angie's reactions toward her sister. Angie's is a superb characterization. She is introduced as a rather naive seventeen-year-old, but during one summer she learns a great deal about boys, about her own emotions, and about growing up to face new problems and decisions. That the story does not end in a Hollywood manner with Jack and Angie walking off into the sunset together is a credit to

Maureen Daly who does not compromise a characterization in order to make all her readers happy.

In the wake of Maureen Daly but not in imitation have come other significant contributors to the field of literature for the adolescent. Mary Stolz, surely the most versatile and most skilled of that group, writes not for the masses who worship Sue Barton Barry but for the rarer adolescent who sees in Anne Armacost (*To Tell Your Love*) a girl of warmth and charm, in love unfortunately with a boy who is afraid to return her love. In a summer of endless days with a telephone which does not ring, Anne slowly understands what has driven Doug away. The poignancy of her losing this first, intense love is a bitter-sweet experience which makes her a little sadder, but a good deal more perceptive of the emotions and reactions of those around her.

The other characters, too, in *To Tell Your Love* are individuals, not types. In shifting her point of view from one to another and giving an intimate glimpse of the feelings and thoughts of each one, Stolz reveals a talent that few writers have. The reader can sympathize with Johnny who at fourteen wants to be husky and scorns his own long, bony frame. He enjoys Mrs. Armacost's discomfiture when her son learns the secret of her baking successes. He is impressed by the dignity of Theo's quiet romance and senses that an older Anne will probably be the same thoughtful kind of person. Stolz' other novels — *In a Mirror*, *The Seagulls Woke Me*, *Pray Love, Remember*, and *Organdy Cupcakes* — are significant contributions, too, to fiction for the adolescent. In all of them, she tells an engrossing story but, equally important, she presents characters who emerge as sensitively-drawn individuals.

Other novels of stature with appeal especially for older girls are Mildred Walker's *Winter Wheat*, Rumor Godden's *A Candle for St. Jude*, and Marguerite Harmon Bro's *Sarah*. In each,

² Margaret A. Edwards, "The Rise of Teen-Age Reading," *Saturday Review*, 37 (November 13, 1954), p. 88.

the heroine faces problems of love, career, and complex relationships with others. Mildred Walker, in telling the story of Ellen Webb, gives the reader a sense of the vastness of the Montana country and of Ellen's changing perspective toward it. Her college romance with Gil ends because she feels that they, like her parents, are too different from each other ever to be happy. When he is killed in the war, however, she realizes how much she had loved him. Out of her sorrow comes a closer relationship with her parents. When Ellen says at the end of the story, "I had not always been glad that I was their child, but today I had a kind of pride in being born to them," her words reflect her new understanding of the two people whose relationship to each other had always baffled her.

Rumor Godden, in *A Candle for St. Jude*, lifts the curtain in the theater of ballet to reveal the struggles and the glamor of the disciples of that art. Among the many facets of a beautifully-written novel is the story of a young genius almost lost in a tangle of fiery temperaments and a hierarchy of jealously-guarded positions of prestige. Hilda, earlier regarded as only a mediocre dancer, creates music and choreography which amaze even the great Mme. Holbein with their brilliance. Hilda grows up in the tradition and discipline of the art and appears destined for greatness under Mme. Holbein's direction. Rumor Godden's prose, dramatic with the excitement of the theater, serves further to distinguish this novel.

Bro's *Sarah* is the story of a young girl faced with the problem of choosing between two careers for which she seems to have special gifts. Despite much help and encouragement by friends who smooth her path, Sarah is nagged by self-doubts and frustrated by unrealized dreams. The fascination of the story lies in its Cinderella-like quality, but this is no pedestrian romance; Bro's skill as a storyteller makes it a superior novel.

Although there are more teen-age problem novels for girls than for boys, there are several notable stories, intended initially for adults, which have particular appeal for boys: *Hie to the Hunters*, *The Folded Leaf*, and *Walk Like a Mortal*. The audience for each of these, however, is limited in that the stories are not of universal interest.

Jesse Stuart, among his many accounts of the Kentucky hill people, has written a novel which focuses on an adolescent's need for independence from his family and the shift in values which such an achievement involves. In *Hie to the Hunters*, young Didway Hargis leaves his parents to join the hill people and comes to know a life different from his own. Later, a somewhat maturer Did returns to his own people in town, but having been accepted by the hill folk, he knows in the future he can move freely among both groups. Stuart, who as a regional writer is important on the American scene, illuminates the problems of a young boy against the background he knows so intimately. The reader gains a sense of not only the individual but also the contrast and conflict between the ways of two groups.

The Folded Leaf by William Maxwell, a novel of rare beauty, will be read primarily by the mature adolescent. In it, the author contrasts the gentle, bookish Lymie Peters and the handsome, athletic extrovert, Spud Latham. In delineating the relationship of two boys growing into manhood, he probes into their backgrounds, noting carefully the psychological influences on them. With great insight he reveals the forces which pull them together and those which eventually drive them apart. Despite the melodramatic denouement, the story is a unique study of a friendship.

In the third novel, *Walk Like a Mortal*, Dan Wickenden writes with rare perception the story of Gabe Mackenzie who, at seventeen, sees his parents' marriage disintegrate. Though a

rather mature boy at the outset, Gabe is torn between conflicting loyalties and an inability to translate the actions of his mother and father into terms he can understand. As he adjusts to a new life without his mother, he comes to understand her better. When she returns, however, he discovers that his reliance upon her has been superseded by a more mature relationship with his father. This story of an adolescent's response to the breakup of his home is told with extraordinary skill; no contemporary writer has matched Wickenden's treatment of the subject.

Among stories read widely by teenagers are two by outstanding contemporary writers who have heretofore been concerned with adult fiction or biography. Though not ordinarily called *problem novels* for the adolescent, *The Yearling* and *Johnny Tremain* do center in the development of an adolescent's personality. *Johnny Tremain*, though set in American Revolutionary days, is a timeless story. Esther Forbes writes of a teenager's dilemma when circumstances alter his life. As the arrogant young genius in Latham's silvershop, Johnny's future seems secure. But an accident maims his left hand and forces him to abandon his dream of becoming a silversmith. Sensitive about the appearance of his hand, scorned by his former co-workers, confused because he does not know where to turn, Johnny exists aimlessly until he meets Rab and becomes imbued with the spirit of the colonist's cause. Inspired by Rab's devotion to the Revolution, Johnny loses his self-consciousness, takes on greater responsibilities, and finally, finds himself a part in the Revolution. Esther Forbes captures the spirit of the times and of the people. Her novel is an important social document as well as a powerful narrative.

Marjorie Kinnan Rawlings, in *The Yearling*, tells the story of Jody and his fawn, which to him represents a friend and a kind of security. Eventu-

ally, his relationship with Flag is the bridge whereby he moves from childhood to greater maturity. Rawlings writes with compassion for the Baxters who live near the soil and work desperately for a living. The reader sees Jody, growing up in an isolated spot, dependent upon an understanding father and a stern mother. Through the storyteller's omniscient eye, the reader senses the complex nature of their family relationships and the feelings they hold about each other but do not openly reveal.

Two other significant stories which are concerned with a boy's closeness to nature are James Street's *Goodbye, My Lady* and Paul Annixter's *Swiftwater*. Each is a moving portrayal of a boy struggling with the world that encroaches upon his own rather limited sphere and the influence of that struggle upon him.

All the novels discussed here have one element in common: the young hero or heroine is attempting to cope with a personal problem. Each is concerned about his family or his friends or his own individuality and usually his future. Each novel concentrates, to some degree, on the question of the maturity of the central character. To distinguish between the superior and the inferior story, one must consider the novel both as a literary piece and as a vehicle for the presentation of a problem. Such questions as the following may help the reader to make such a distinction: Is the story one of credible people in a credible situation? Does the story have unique qualities, or is it a repetition of an often-used pattern? Do the characters grope somehow in dealing with their problems, or are their reactions formalized and pat? Is the problem of the adolescent in proper perspective in the novel, or does it loom so large that neither story nor characters emerge clearly? Is the stage of maturity of the central character developed naturally, a measure at a time, or is it a magic process accomplished mechan-

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SCHOOL LIBRARY STUDENT ASSISTANTS



A group of student library assistants discussing favorite books.

MICHIGAN STATE MEETING



A business meeting at Clear Lake Camp, Michigan.

WHAT DOES IT MEAN TO BE A LIBRARY ASSISTANT?*

ROBIN ROBERSON, *Library Assistant*
Myers Park High School

* (Talk given at the South Piedmont District Meeting of the North Carolina High School Library Association, November, 1955)

Being a library assistant means many things. Sometimes I think it means searching for lost cards in the file, collecting overdue fines from one's irate friends, or putting the encyclopedias in order so that next period's class might mix them up again. Then it seems to be an endless round of straightening—straightening books, magazines, chairs, cards, pamphlets, pictures and all the other thousands of things which make up a school library. Other days it's pasting pockets and date due slips, lettering and accessioning, stamping and slipping and shelving books-books-books and more books. Then it's the fun of fixing bulletin boards and displays, the satisfaction of feeling a competence in finding the information one needs, and the excitement of opening new books. It's helping a seventh grade boy find a book on stamp collecting, or an eighth grade girl a book about nurses, or a more sophisticated 11th grader a "distinguished American novel." All these things and many more are a part of being a library assistant.

I like to think that I am making a definite contribution to the operation of our school because I know that good schools require good libraries, and our library needs my help. My acquaintance with teachers, students, and books is being broadened. From day to day as I handle the volumes in this "storehouse of knowledge" I learn from the titles alone how wide and varied and interesting is the

world of men and events and ideas, and of all living and inanimate things. Some books I must peep into immediately, others I must take home to be examined at leisure, and other titles will be remembered, recalled, and read during the years to come.

At the same time as a library assistant, I am receiving the benefits of a work experience. I am knowing the joy of work and of a job well done. I am learning the importance of attention to small details and of following instructions and prescribed methods in certain procedures. Much of my job is routine, and doing the small small tasks each day may become monotonous if I do not see them as a part of an important operation. And I am beginning to recognize the fact that perhaps a large part of all jobs are made up of routine and it is only in being faithful over the little things that we may enjoy a sense of accomplishment. If after school means going to work, I have acquired good training for a job.

If I should continue my education in college and should need financial assistance, I know that most college libraries offer paying jobs to student assistants. From my high school experience, I believe I may be able to obtain one of these positions if needed. If not, at least I shall know my way around in college and university libraries because I have learned that other libraries use much the same arrangement as ours.

Because of the benefits to my school and to me, I am happy to be a school library assistant.

WHAT DO BOOKS MEAN TO ME?

CARLEEN COURTNEY, *Library Assistant*
East Mecklenburg High School

(Talk given at the South Piedmont District Meeting of the North Carolina High School Library Association, November, 1955)

A well-rounded personality is one of the chief objectives of education

and one of the most cherished hopes of all teen-agers. Personality is developed through experiences which have helped to shape outlooks and

attitudes. Since one doesn't live long enough to experience all the things necessary for full personality development, he must get experiences vicariously . . . that is through other people's accounts of their experiences. The greatest source of personality then, other than through actual participation, is through reading what others have written. Every author has a story to tell, a lesson to teach, a scene to describe, or an experience to share, otherwise he wouldn't have written the book. Therefore, by sympathetic reading and understanding, one may round out a personality in a library or in an armchair by the fire at home.

Then, most intelligent people have curiosity . . . a curiosity which must be satisfied by facts and illustrations. How does a jungle look? What kind of food did the knights eat? How did some of our customs originate? Who wrote the "Idylls of the King"? Why does it rain? Where is Saudia Arabia? Do other people live and marry as Americans do? Why do I react to certain foods as I do? A library will answer all these and other questions for the intelligently curious. What's more the answers will be factual since all books are subjected to the cold criticism of experts and others who will not let misinformation go unchallenged. Therefore, books instruct, teach, answer, and open wider fields for the intelligently curious.

Scientists have given the world many hours of leisure through labor saving machinery. Today, many are having to learn to use that leisure wisely and enjoyably. There is no greater source of enjoyment than books. The reader may lift himself from a humdrum existence to the romantic life of kings' courts or the thrilling adventures of a battlefield by merely opening the pages of a well-written book on the subject. After such vicarious happenings, the reader finds himself rested physically, refreshed mentally, and exhilarated emotionally. How better could you

spend your leisure hours?

Reading today is more important than ever in the history of mankind. The world and its affairs are changing so rapidly, that the well-informed must read avidly and comprehensively in order to be a good local and international citizen. The radio and television give news casts and commentaries, but these are usually of startling or arresting items. In the inner side of the newspaper, one will often find an article that may have world stirring consequences, or in the stock market report he may find the key to greater wealth, or on the sports page he may feel again the terrific excitement experienced as he reads of his school's athletic victories.

Never in the future or in the history of mankind will there ever be an invention to take the place of books. In books the feelings, thoughts, hopes, and dreams of great men and women are preserved for our pleasure.

As Henry Ward Beecher said, "A book is a garden, an orchard, a storehouse, a party, a company by the way, a counsellor, a multitude of counsellors."

You can enrich your mind and personality with the contributions of thousands of great people whom you may never know personally, but may know as friends through their books. The artists, adventurers, patriots, poets, emperors, peasants, inventors, bull fighters, scientists, philosophers and aviators—all of these and more you will be able to know and enjoy as your own friends.

Books also give us escape and companionship. A good book can seem to place you in its own setting. You may want to travel through time to—let's say the fifteenth century and be aboard the Nina with Columbus and his crew on the voyage to discover our country, or maybe back farther into the mystery of time to the reign of the Pharaohs when the Egyptians built the pyramids, or maybe be with Jane Eyre and experience the same

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N.C.H.S.L.A. CORRESPONDS WITH OTHER STUDENT LIBRARIANS ORGANIZATIONS

CELESTE JOHNSTON, *Executive Secretary*, and
TERRY GLIDEWELL, *Student Secretary*, North Carolina

"We were very glad to hear from another state organization and are very interested in corresponding with them in order to exchange ideas and suggestions for activities." This was the opening paragraph from one of the letters received by the secretary of the North Carolina High School Library Association, representing the culmination of a project begun by the Association in 1955. This project's aim was to initiate correspondence with other state and district organizations of student librarians for the purpose of learning more about the activities of similar groups. Through this exchange of ideas N.C.H.S.L.A. was particularly eager to learn what other state and district associations were doing about establishing scholarships and promoting activities and projects. Information about programs at district and state meetings was also requested.

The project had its beginning in a conversation at the North Carolina High School Library Association executive board meeting following the state convention last April. Several of the members remarked about the need for a small scholarship in order to increase interest in the association and the library profession. They were hesitant to proceed with a plan until more was known about the problems and possibilities surrounding a scholarship program. The secretary and the executive secretary were appointed to investigate the idea through correspondence with other student librarians' organizations. The members of the executive board felt that there were several other benefits to be gained from this correspondence. First of all, this exchange would foster a closer relationship between state and district organizations. One

student noted that this might begin a move toward a national organization of student library clubs. Secondly, this sharing of ideas among state and district organizations would bring suggestions of plans for new publications and activities not only to our state club but to local school library clubs.

In our work on this project we found that Arkansas, Connecticut, Florida, Indiana, Louisiana, Maryland, Michigan, Mississippi, New Jersey, Ohio, South Carolina, and Texas have state organizations. In six other states, according to our correspondents, there are regional organizations of student librarians: Alabama, California, Georgia, Illinois, Kansas, and Tennessee. Some of these associations are working toward eventual organization of a state group. Others expressed the belief that regional groups could function best in their states. Louise Meredith, supervisor of school libraries in Tennessee, made these interesting comments in her reply to our letter, "We have organized on a regional basis, rather than one state organization. We feel that we have much better participation in that way, since Tennessee is such a wide state."

During Fall, 1955, the N.C.H.S.L.A. secretary wrote to the corresponding secretary of each regional association telling briefly of N.C.H.S.L.A.'s organization and its activities, requesting similar information in return. Friendly replies have been received from many of these secretaries. Enclosed with their letters were news sheets, copies of constitutions, handbooks, and directories. Florida and South Carolina student secretaries sent their handbooks, attractive pamphlets containing lists of member schools, constitutions, histories, or-

ganizational information, lists of officers, and state convention programs. Another interesting handbook came from the Second District Student Assistants' Library Association in Georgia. From the tenth district organization in this state came a long letter describing some interesting ideas for programs. The Teen-Age Library Association of Texas sent a shower of materials: T.A.L.A. TALK, the club's newspaper; the STATE CONSTITUTION; and the DIRECTORY OF THE TEXAS TEEN-AGE LIBRARY ASSOCIATION. Accompanying these was a charming letter from the TALA president and secretary written on handsome stationery which particularly caught the eye of the N.C.H.S.L.A. secretary. (This letter paper is in small sheets simply embossed T.A.L.A.) The Student Librarian Assistants' Association of Michigan sent issues of GRAND SLAAM, their news bulletin which carries not only a very clever title but also a handsome format, including a number of photographs and line drawings. The account of how GRAND SLAAM acquired its name at a contest held at the state convention was extremely interesting and we in North Carolina wished the initials N.C.H.S.L.A. lent themselves to a title as arresting as this one. The various materials have been examined with interest by other members of N.C.H.S.L.A. at district meetings and at the state convention, where they were on display.

In the letters and materials received in this correspondence were helpful facts about scholarships in other state and regional student organizations. The Alabama, Kansas, South Carolina, and Texas associations have growing scholarships and loan funds. The Florida High School Library Council, like N.C.H.S.L.A., is discussing scholarships and wants further data. All of this information was directed to N.C.H.S.L.A.'s scholarship committee.

The project is not complete; all in-

terested clubs have not yet been contacted. It is hoped that next year's N.C.H.S.L.A. officers will continue to sponsor this correspondence and to gain from the exchange of ideas and information of state and district library clubs.

N.C.H.S.L.A. plans to use what it has learned through the project to the best possible advantage. Already, a committee is studying the possibility of establishing a scholarship next year, incorporating some of the ideas gained from other clubs. A publications committee is considering the preparation of a handbook and a newspaper. The 1956 convention program included discussion groups and a panel discussion making use of ideas gained from other state and district organizations. N.C.H.S.L.A. is looking forward to a large and interesting correspondence with these groups during the next school year.

Oklahoma State Organization

HELEN HAGLER, *Librarian*
Central High School, Tulsa

In the spring of 1955, the first meeting of library assistants from the senior and junior high schools in Oklahoma, met on the campus of the University of Oklahoma, for an all-day session. Several hundred young people entered into the activities of the day.

In the general session librarians discussed librarianship as a profession and the possibilities waiting for properly trained librarians. The luncheon, held in the Union Building, was well-appointed in every particular. The afternoon was devoted to the "buzz sessions." Students participated in small groups, discussing various phases of library work in their respective libraries. A wide range of suggestions in publicity for the libraries; programs for making the library a vital department of the schools and the proper appreciation for the services offered to the schools by the libraries challenged these young peo-

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MAGIC SYMBOLS IN MINNESOTA

HELEN E. STUB, *Advisor, D.A.S.L.*

DASL are magic and mysterious symbols in Minnesota—and yet not so mysterious in the St. Paul and suburban schools. To librarians and library assistants of these schools, DASL stands for District Association of Student Librarians, an organization of high school students dedicated to the promotion of librarianship, of reading, and of prestige for students interested in books and ideas.

This three-year-old student librarian group was ushered in at a Sibley Tea in the spring of 1953 at Sibley High School in West St. Paul. The first year was spent organizing, stating in many dittoed pages just what this group was to stand for; what it was to do, and what it was to BE. The result was that (1) DASL should meet five times a year to exchange ideas about the various functions of the library club in the school library; (2) each junior and senior high school in the district should be entitled to two representatives; (3) officers were to be elected in April and serve until the end of the following school year; (4) it was the dream of the group to be the nucleus for a state student librarian association. To wind up the first year DASL sponsored a workshop and book festival. Approximately one hundred students and librarians came to take part in the day's events.

In the next two years DASL toured University Library and Library School, visited the Minnesota Historical Society, watched and participated in a book repairing demonstration, sponsored the movie *Impressionable Years*, enjoyed a Christmas party and a birthday party, elected and installed officers, exchanged many ideas on the mechanical operation of school libraries and on the effective operation

of library clubs. The second annual workshop and book festival featured a talk on librarianship, a talk on display work, a talk by a Minnesota author, and book displays by member schools on such topics as teen-age books, folk stories, aviation, and famous men. A prize was given to the most eye-catching display. A discussion on the future of DASL ended the day.

This year we will again finish things with a workshop. We have big plans for a real "working" workshop plus book displays, available material on lettering, and literature on librarianship as a career. We hope to feature a Minnesota author as speaker. Each school is to bring enough material (book jackets, paper, display objects, paste, etc.) to make a display. The material will be put in the middle of the room; the students will be divided into groups which will, when the gong sounds, pitch in and make a display from the materials at hand. A discussion of the displays will point out what is good display work and what is not. Each school is also to bring a story book character doll representing a well known fictional character. The best one wins a prize. Workshop members will compete for a prize seeing who can name the greatest number of characters.

DASL has invited Minneapolis schools and out-of-state schools as guests to last year's and this year's workshop in hopes that other districts would start student librarian associations, and that some day we could all join forces. There are puffs of smoke coming from two directions. We hope that the magic of DASL will make the fire burn, and that the dream of a Minnesota Student Librarian Association will come true.

TEXAS T.A.L.A. CONVENTION

MRS. LUCILE W. RALEY
Library Consultant Public Schools
Waco, Texas

The seventh annual meeting of the Texas Teen-Age Library Association was held in Waco, Texas, February 24 and 25, 1956, with Waco junior and senior high school students, all school librarians, principals, and other administrators serving as hosts. There were approximately 650 students and 100 library sponsors who attended this convention. This attendance record was an "all-time high."

The selected theme of the convention was "Books, Libraries, and You." This subject was exemplified throughout the convention program.

Books recommended for teen-agers were emphasized and advertised in special exhibits, book lists, commercial catalogs, book marks, book jackets, posters, and various kinds of favors in hotel lobbies, in school libraries, and in the various meeting places both days of the convention. These materials were supplied by publishing companies located in the state and outside the state; a local bindery; and local book stores.

School libraries, as well as public, university, and special libraries in

Waco, were on "dress parade" for this occasion. Special tours to these libraries were arranged for delegates and visitors on Friday morning and at free periods during the convention program.

The program included an original skit, "Libraries: Present, Past, and Future"; an informal supper and "Fun Frolic" evening program; a business meeting; an author's luncheon. 726 attended the luncheon at headquarters hotel ballroom. Mrs. Esse Forrester O'Brien was the featured author. Her topic was "Let's Talk About You."

Interest and participation in the Texas Teen-Age Library Association have grown each year since it was organized in April, 1949. Truly, 1956 has been a "banner year" for T. A. L. A. in Texas. Emphasis has been placed upon three special projects which have been undertaken by Texas T.A.L.A. members including the publication of a student directory; the establishment of a scholarship fund; and the publication of an annotated list of favorite teen-age books.

WHY NOT A NATIONAL ORGANIZATION FOR TEEN-AGE LIBRARIANS?

JEANETTE ROYSTON, *Chairman Student Relations Committee*
Louisiana Association of School Librarians

Five years ago the state association of school librarians sponsored the organization of the Louisiana Teen-Age Librarians Association. This group of young people has accomplished more than we had ever dreamed possible. Interest and enthusiasm have run so high that some are looking toward a national organization with which to affiliate.

The state organization of our student assistants has stimulated an

increase in number of organized clubs and there is evidence of improvement within the various clubs, such as setting up goals for achievement, writing a club constitution, increasing the duties and services to be performed by the members, providing greater opportunities for personal development through creative activities, and giving more attention to recruiting for librarianship. Each year these young people have assumed more responsi-

bility for planning and carrying out their objectives and program at the state level.

Interested adults have tried to guide the work of the students in numerous ways. The main channel for such guidance is the state executive council of the organization, which is made up of the state officers, their local librarians, and a committee of three librarians appointed by the Louisiana Association of School Librarians. There are four meetings annually of this executive council at which the student officers and librarians participate in the making of plans to carry out the year's objectives. At these meetings the students are encouraged to assume leadership in the state planning.

Mature guidance is further provided by having adults serve in an advisory capacity on each of the standing committees. The amount of work done by the adult is determined in each case by the ability, initiative, and imagination of the students on that committee. Each year, however, we see the students becoming more independent in their ability to promote and carry out plans that are suggested in the executive meetings.

Another source of adult help—help that has been indispensable—has come from the state library supervisor, Mrs. Lena Y. de Grummond. Mrs. de Grummond has been most generous and helpful in mimeographing and

distributing the newsletter and other pertinent information. Without this excellent service, the clubs would be handicapped in getting materials to its membership.

Still further help has come from our state university. Louisiana State University has provided facilities, including housing and meeting rooms, for holding the annual state convention, and the Louisiana State University Library School has acted as the host to the club delegates.

Further stimulation comes from interested adults, who offer prizes as awards for various activities initiated by the student executive members. The greatest boost came when the Modisette Award Committee of the Louisiana Library Association based the annual school library award on the excellence of the school's student library club. The clubs were given "a shot in the arm" with something very definite to aim toward in competing for this statewide award.

Thus with our local and state organization functioning smoothly, it is only natural that some are beginning to look beyond our state borders for affiliation on a national level. Student members think that just as our state organization has led our local clubs to the realization of their aims, a national organization could and would lead our state organizations forward.

LTALA President Speaks

By DON HORTON, *President*

The Louisiana organization for Teen-Age Librarians has developed from a small nucleus to a membership of seventy-six clubs in the short period of five years. One of the main objectives of the state organization is to encourage local library clubs to sponsor new organizations in neighboring communities. Many new library contacts are made in this way and there is an encouraging display of interest on the part of school li-

brarians and their individual groups. During the school year of 1954-55 over thirty local library clubs affiliated with the state organization for the first time.

Louisiana Teen-Age Librarians Association means a great deal to the individual student-librarians throughout the state. As members of a state group, the students attend the state convention held annually on the Louisiana State University campus. The two-day meetings feature various activities such as poster contests, song

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STUDENT ASSISTANT ORGANIZATION ON A NATIONAL LEVEL

MARGARET C. REHRING, *Librarian*
Woodward High School, Cincinnati, Ohio

With a stepped up interest in student assistants in school libraries leading to the organization by more and more states of student helpers into state-wide groups, it is natural that there should follow in interest in such an organization on a national basis. This interest in a national organization of student helpers has come about not only because of more attention being paid by school librarians to the matter, but also because of the absence of any national, specialized center of information and help in this field. Many requests for assistance in the forming of library clubs and in the whole matter of student helpers in the school library come to the executive office of the American Association of School Librarians. Such requests are carefully complied with, but they might also be handled by a national association of student assistants and so relieve the AASL office.

In July of 1955, during the Convention of the American Library Association in Philadelphia, the president of AASL appointed a committee of Board members to study the problem, specifically to decide whether or not a committee on student library assistants should be formed within AASL, and indirectly, thus to consider the whole problem of student library assistant organizations.

This committee found that there is much interest in the forming of student library assistants into definite organized groups. However, at the same time, the situation is a very uneven one over the country, with a wide variation among the different states. Many states have large and active student assistant organizations and others have none. Interested persons in the non-active states as well as some leaders in the active states

have expressed a need for some national source of help and guidance. Therefore, in view of those facts and in view of the fact that student assistants are and probably will continue to be necessary to the operation of school libraries, the committee recommended that a Committee on Student Library Assistants be established within AASL.

Such a committee, if formed, might itself function as a clearing house for information on the activities of student assistants as well as a source of help to such groups as might wish to organize or to those already organized who might want to improve their program of activities. It might also be the agency through which information could be exchanged on what various states are doing, and perhaps prepare materials for use not only by the individual school libraries in their training of students, but also for programs and activities of student assistant organizations.

As a result of their study, the committee felt that caution should be exercised in any establishment of a student assistant organization on a national scale, because at this stage of development, there is such variation in levels and attitudes of organizations among the states, and at this point also, state and local sponsorship, being as effective as it is in many states, has greater significance.

It was the opinion of the study committee also that any committee within AASL devoted to student assistants should be kept entirely separate from that of recruitment in order that the two functions may not become too closely allied, that the purpose of student library assistant groups may not become that of recruitment. Recruitment may quite

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mental torment as she did. Let's say you like books on, or concerning wars. Well, then how about *Fair Stood the Winds for France*, or *Guadalcanal Diary*, both are very interesting. If you aren't quite that adventurous why not pick up anyone of Louisa Mae Alcott's books and laugh and cry with the Marsh family.

Through books I have traveled within many countries. I have seen the Tower of London, the Nile River, the Eiffel Tower, the Alps, and the Grand Canyon. I have met many statesmen such as Theodore Roosevelt and his Rough Riders, musicians such as Chopin and Strauss, poets like Walt Whitman and Edgar Allen Poe.

Books also have helped me to find a place in society. There are numerous books on vocations which will help me to discover the kind of job for which I am best suited. I also read to build up a body of information which will enable me to develop my own individual judgment.

In conclusion may I say that each person should read for pleasure, for escape, for information, and as a hobby. Books are good friends. Why not cultivate them!

School librarians have long been aware of the fact that students are necessary in the operation of school library programs. We have found that student assistants contribute immeasurably, not only in the performance of routine jobs, but in interesting other students in the library. Student participation in the administration and service of the school library is considered good practice if emphasis is placed on the growth of the student. The opportunity to explore librarianship as a career is also important in these programs.

At the present time there is growing interest in patterns of organization and types of activities that are being carried on for library student assistants at the local, regional, and

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contests, scrapbook exhibits, panel discussions on library practices, speeches, and entertainment. All of these are student activities—activities planned, prepared, and presented by students. The entire convention program is planned and conducted by the teen-agers. A committee, known as the Student Relations Committee of the Louisiana Association of School Librarians, acts strictly in an advisory capacity. This arrangement has proved most satisfactory because teen-agers are given the opportunity to grow, to make worthwhile decisions, and to profit by our own mistakes.

There are many more benefits to be derived from Louisiana Teen-Age Librarians Association membership. A newsletter is published quarterly, containing pertinent library news from the club members. This organization attempts to be a successful recruiting agency for good library citizens, as well as potential librarians.

The Louisiana group is so proud of its worthwhile organization that our dream is of a National Teen-Age Librarians Association. An ambitious goal, perhaps, but certainly one that deserves serious consideration.

state level; and there is some agitation for a national organization. Your editor has attempted to bring together in this issue some reports on the programs carried on in regional and state organizations and some student response. Unfortunately, space does not permit including more than a sampling of such reports which the editorial committee was able to get. There may be something here that will help to identify a need and point the way for study that would give direction at all levels for the development of better programs and richer values for student librarians.

I wish to express my appreciation to all those who have contributed.

Norris McClellan
Editor

FREDERIC G. MELCHER SCHOLARSHIP

Mr. Fredric G. Melcher has done more in the past thirty years than any other person in this country to focus attention on the best and outstanding books in children's literature both from a point of view of literary quality and the beautiful illustrations. There is not a librarian who does not know about the Newberry Award and the Caldecott Award. These were both inspired by Mr. Melcher and he has been the donor since their inception.

Acknowledgment and gratitude to Mr. Melcher for his outstanding contribution has inspired the Children's Library Association to establish a scholarship fund in the name of Fredrick G. Melcher. This project has been underway for a year and undoubtedly many school librarians have made a contribution. Many may not have known about it, nor known to whom the donations might be sent.

The Frederic G. Melcher Scholarship in the field of library service to children in schools and public li-

braries will become an annual reality as soon as the fund for it reaches a sufficient amount to produce \$1,000 each year. The Children's Library Association reports that somewhat more than \$10,000 is still needed.

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Surely School Librarians will want to share in contributing to the Fredric G. Melcher Scholarship Fund. Let's get behind these worthwhile projects.

DILLA W. MACBEAN, *AASL President*

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properly become a by-product of a student assistant program, but the primary emphasis must be on the growth of the child in skills, habits and service and the mutual benefits to child and library. Furthermore, not every student assistant, however capable he or she may be, has either the desire or the potentiality to be a successful professional librarian.

States in increasing numbers are forming student library assistants into organized groups to give mutual help and inspiration needed by such workers and this interest produces repercussions on a national scale and the idea of such a national organization deserves further thought and consideration.

DON HORTON
Bolton High School
Alexandria, La.

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ically? Is the reader given some insight into the characters' lives, or must he rely upon superficial sketches? These questions are not easy for the reader to answer, but they suggest approaches by which adolescent fiction may be more adequately judged. To the extent that a novel meets these criteria the writer reveals his ability to deal with the personal problems of an adolescent within the context of literary art.

(Continued from page 23)

ple who were able to formulate stimulating suggestions for meeting these conditions.

This movement to organize library assistants of the junior and senior high schools will become, no doubt, an effective method of recruiting young people for the library profession.

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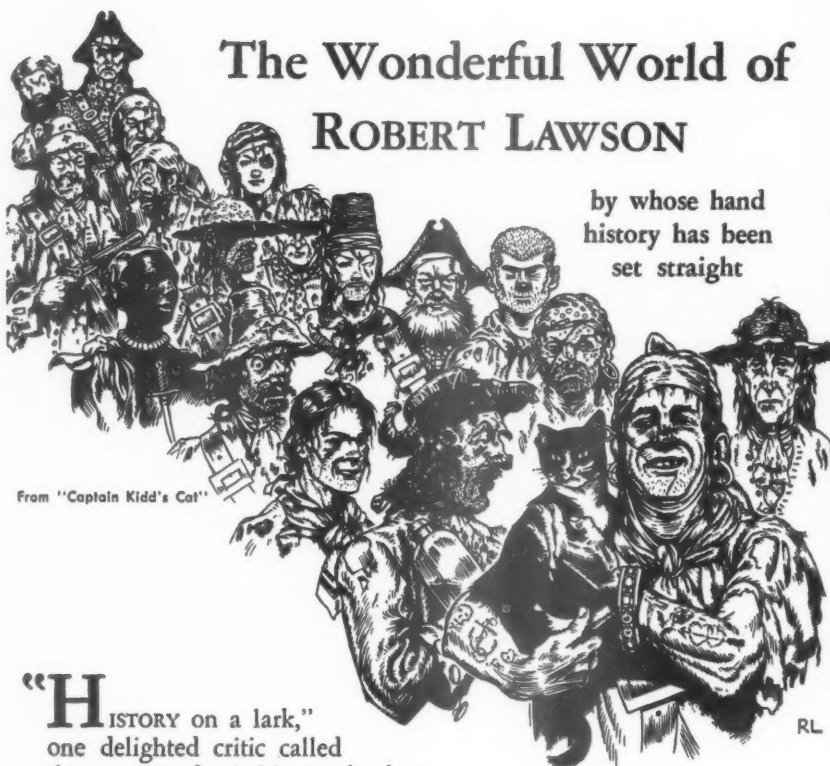
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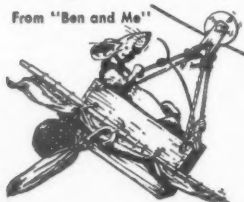
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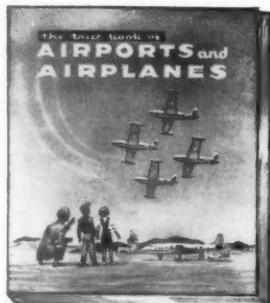


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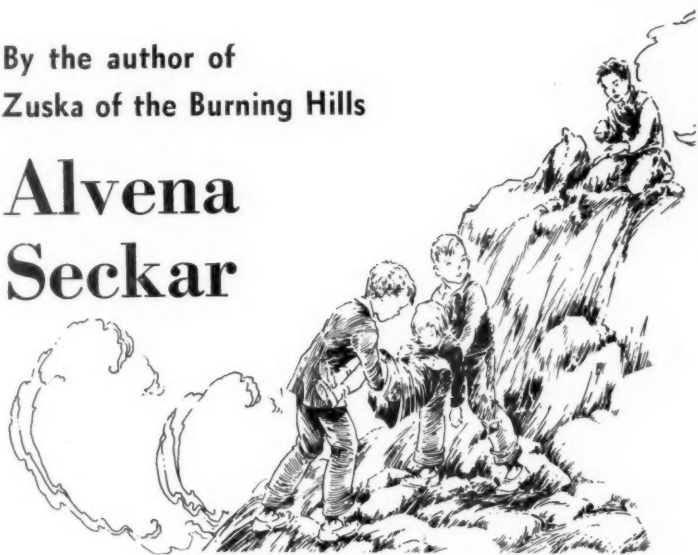


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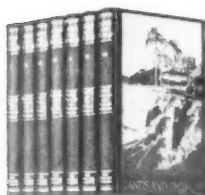
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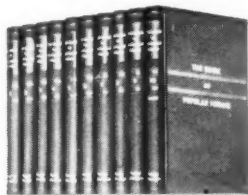
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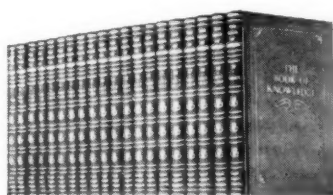
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